

Power Gap as One of the Trigger of Verbal Abuses Committed by Teachers in Schools

by Ribut Eriyanti

Submission date: 26-Jul-2018 07:23PM (UTC-0700)

Submission ID: 985528278

File name: Ribut_Wahyu_Eriyanti.pdf (442.77K)

Word count: 6878

Character count: 38972



2

Power Gap as One of the Trigger of Verbal Abuses Committed by Teachers in Schools

Ribut Wahyu Eriyanti

Dr., Indonesia Language of Education Department, University of Muhammadiyah Malang, Indonesia, ributwahyueriyanti@yahoo.com

Studies of verbal abuses in learning are limited. In fact, the impact in learning is more serious than physical violence because the target is the psychological aspect. The purpose of this study is to describe the form of verbal abuses of teachers due to teacher-student power imbalance in learning in school. This research uses a qualitative-critical approach with the critical discourse analysis. The results of this study indicate that the form of teacher verbal abuses due to power inequality in learning stretches from student's rejection of opinions, allegations, belittling ability and dignity of students, judgment and reproaches, coercion, to threats, and outbursts of anger. Verbal abuse is expressed directly using harsh words or indirectly using declarative, imperative, or interrogative speech.

Keywords: verbal abuse, inequality, power, learning, violence

INTRODUCTION

Violence against children in school is increasingly prevalent. During January to April 2008, the number of cases of violence against children 0-18 years recorded 95 cases. Of those cases, 39.6 percent were teachers. Plan International and International Center for Research on Women (Syafputri, 2013) found that 84 percent of 9,000 students 12 to 17 years in Indonesia experience violence in schools. From the results of the study it was found that 33 percent of perpetrators of violence in Indonesian schools are teachers to students, in Vietnam 42 percent, and in Pakistan 50 percent. The results of this study indicate that there has been an increase in teacher violence against children in schools since 2008.

Violence against children in school may include physical violence, sexual violence, and verbal abuse. Among the forms of violence, the dominant ones reported were physical and sexual abuse. The coverage and discussions about verbal abuses are limited.

Verbal abuse is the use of language that implies disregarding, humiliating, mocking, degrading, harming, threatening, undermining the ability of the spokesperson, dwarfing, expressing something that is untrue so as to cause psychological disturbance of the

Citation: Eriyanti, R. W. (2018). Power Gap as One of the Trigger of Verbal Abuses Committed by Teachers in Schools. *International Journal of Instruction*, 11(1), 363-378. <https://doi.org/10.12973/iji.2018.11125a>

interlocutor (Brennan, 2001; Bourdieou, 1994; Johnson, 2006, and Armstrong, 2009). Through words, teachers abuses students, "*Stupid of you! How effortless you are. You are of mindlessness.*" That is the teacher's annoyance to the students.

Verbal abuse can have psychological effects on students. Teachers did not realize that verbal abuse cause students reluctant to go to school. In the short term, students' respect for teachers will be lost and what happens is resentment. While long-term impact will lead to new oppressors. Students who cannot stand the verbal abuse of teachers will have a deep sense of resentment that can be expressed to the others (Darmaningtyas, 2006). Unfriendly school environment that cannot protect students is assumed to scare them so that they are afraid of coming to school.

Verbal abuse in school can be triggered by several factors, including school climate, school social structure, and school culture. Analysis of verbal abuse cannot be separated from the use of language in social interaction. There is a dialectical relationship between language use event and situations, institutions, and social structures that shape them (Fairclough, 1995). As a socio cultural practice, the practice of verbal abuse in leaning can be seen as a form of communication between speakers and receiver who are influenced by learning situations, formal educational institutions (schools), and socio-cultural factors of a macro society. School as a formal social institutions have a formal social structure. The social structure determines the position of principals, teachers, and students. It implies the existence of differences in the status of each individual with a very clear division of roles. At school, principals and teachers have higher position than students. Difference position within the school structure is one of the factors that determine the selection of forms of communication. Communication between principals, teachers, and students formally still tends to be vertical rather than horizontal.

Different positions in the communication process generate power. Person who has higher position than others tend to dominate, influence, determine, control, coerce, subdue, and even oppress other groups as forms of power practice. In that case, Wright Mill point out that, "Power is domination, that is, the ability to impose a will even though others are opposed", (Baryadi, 2012).

According to George Jean Nathan, the most common perpetrators of verbal abuse are someone who has power than the victim (Johnson & Indvik 2008, Olweus & Breivik (2014). It is further explained that such conditions generate the inability of victims to defend or protect themselves against larger threats and less control of the situation (Hunter et al., 2007; Olweus, 2013). The results of Jumadi's research also showed that in classroom communication, teachers showed power to students through the language they used (Jumadi, 2005). The results showed that the degree of teacher dominance is represented in the use of directive, assertive, and expressive acts. It is in accordance with Bourdieu's (1992) opinion that language allows for verbal abuse, through derogatory, threatening, or cornering words.

Based on the explanation above, the purpose of this research are: (1) describing the pattern of verbal abuses due to power gap between the teacher and students and (2) explaining the expression of verbal abuse. Discussion about violence is already widely

practiced, but who examine verbal abuse, especially by teachers in schools is still limited. This limitation is caused by the difficulty of obtaining data in the field. On the other hand, the impact of verbal abuse in learning can be very profound, especially for students.

REVIEW OF LITERATURE

Categorization of Verbal Abuses

Verbal abuse is the use of language (words, phrases, metaphors) that imply ignoring, humiliating, mocking, condescending, harming, humiliating, threatening, belittling the ability of a spokesperson, dwarfing, gossip, rumors so that it can cause dislike (psychological disorders) in the partner's speech (Brennan, 2001; Bourdieou, 1994; Johnson, 2006, and Armstrong, 2009). In addition, verbal abuse can also take the form of emotional control by a speaker towards an interlocutor.

Verbal abuse can be overt and covert, which is completely about controlling and manipulation on its victim. Often, verbal comments are delivered in the form of jokes. If the target joke feels sick or injured or humiliated, the offender verbally laughs at him and says that the victim is too sensitive. However, the intent of verbal abuse is to cause illness. The targets of verbal abuse can be individual or communal (various communities, races, cultures or genders, and other societies)(Miller 1996, p. 179-180; Evans 1996, p. 211). Brennan (2001) conveys that those who experience verbal abuse are predicted to feel annoyed, angry, anxious, and feared.

Power Gap as one of the Trigger of Verbal Abuses

Power is manifested as a societal power that might enforce individuals to take control on others (Thomas and Wareing, 2007; Fairclough, 1995; Brogaard, 2015). In authority, there are ordinates and subordinates. This sort of relationship is deemed to be imbalance since ordinates are going to be dominant upon subordinates. Based on the mentioned opinion, Wright Mills (in Baryadi, 2012) defines authority as an act of dominance, referring to one's power to coerce wills to others, despite opposition from the victims.

Verbal abuse is triggered by power gap that is not only present in society. Some studies have shown that workers might commit verbal abuse to their working colleagues. As many as 70%-90% of the cases are mostly committed by superiors towards their subordinates (Hall, 2005).

According to George Jean Nathan, verbal abuses might be committed by man or women (Johnson & Indvik, 2008). It explains that all workers have probability to commit verbal abuses upon their working colleagues. However, verbal abuse actors are dominated by those who are superior (Brogaard, 2015). Support that finding, Olweus & Breivik (2014) postulate that verbal abuses is caused by the power of some people are higher than the others. (Hunter *et al*, 2007; Olweus, 2013; Brogaard, 2015).

A study that conducted by University of California found that behaviour of bullying actor is determined by school environment (Nauert, 2013). Regarding the finding, it is suggested that all principals need to be aware of the importance of initiating environment

to promote empathy and triggers to create truthful interaction between teachers and students. Therefore, it is of urgency to develop a number of favourable procedures for school evaluation. Family background has also been suspected as the main supporting factor of child abuses. In fact, that families are still lacking supervisory on their children and often commit abuses and mistreatment is assumed as the foremost factor that can trigger child abuses in school.

It is, in fact, in line with Bourdieu's notion (1992) stating that improper language use results in verbal abuse, by means of derogatory, threatening, or accusing words. Verbal abuse, essentially, is not only caused by the manifestation of symbolic authority. Culturally, some words are associated with abuse. A number of words, like *kill*, *invade*, *attack*, *kick*, and *punch* imply the core of abuse (Anderson, 2009).

Analysis on verbal abuse is inseparable from language use within social interaction. It is shown that there is a dialectical relationship between language use and situation, institution, and social structure (Fairclough, 1995). In this case, language use has been deemed to be one of social actions.

Jumadi's study (2005) has found that power has been an integral part of instructions in senior high school. The finding of Ryme's study (2008) reveals that in America, most of teachers position the highest in interactions and take control on students during classroom interaction. Based on the mentioned finding, teachers, in classroom, are those who have privilege rights. School is alleged as a social institution ran with hierarchical structure. Within school's social structure, teachers position higher than students. The gap of social stratification generates power gap between teachers and students. As a consequence, this kind of gap is assumed as the foremost trigger of verbal abuse in school.

METHOD

Approach

This research is using qualitative-critical approach based on naturalistic-phenomenological paradigm. It is because the understanding of speech needs to consider the implicit meaning behind the explicit. It is also match with Guba's opinion that naturalistic may lead to unspoken meaning.

This current study was conducted by means of Critical Discourse Analysis, to be specific Fairclough model (1995). This is due to logical consideration that discourse is established through discourse practice during instruction by involving the teacher and students, the relationship between the teacher and students, instructional strategies, the pattern of relationship, the teacher's position during instruction, the context based on instructional situation, institution, target, and the relationship between speakers and interlocutors.

Understanding the acts of verbal abuse during instruction is centralizing on understanding social or contextual meaning (Cumming, 2007). It is then of necessity to apprehend the referential and psychological meanings, named locution, illocution, or even if necessary perlocution by Austin (Cummings, 1999; Leech, 1993; Nababan, 1989;

Brown & Yule, 1996). Understanding verbal abuse will not suffice if it is done merely based on pattern-based approach of formal language. On the other hands, understanding verbal abuse is by means of applying discourse and critical-linguistic analysis.

Data and Source of Data

This study was conducted in junior high schools, public and private schools, located in Malang City, Indonesia. The data of this study were in the form of verbal utterances of the teacher and students that represented the patterns and strategies of verbal abuses as the results of power gap between the teacher and students. The source of data in this study was the interaction between the teacher and students in Bahasa Indonesia, Counseling Guidance, Natural Science, Citizenship Education, and Math classes. The data were collected from some observations by utilizing CCTV and handy-camera assisted by writing tools to note the data.

Method of Data Analysis

The collected data were analyzed by Critical Discourse Analysis proposed by Fairclough through the procedure of three dimensional models as denoted in Figure 1.

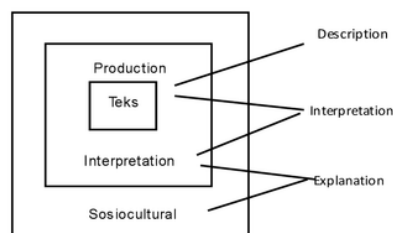


Figure 1
Critical Discourse Analysis (Source: Fairclough, 1995)

Referring to Critical Discourse Analysis, the data analysis for this current study was finished by the techniques of in-depth understanding based on the principles of speech act and dialectical analysis (Poespoprojo, 1986; Spradly, 1997). To examine the accuracy of the data, data validation was managed. This data validation was completed by careful and extended observation, in addition to peer-discussion.

FINDINGS

The findings of this study included (a) the patterns of verbal abuse triggered by power gap between the teacher and students during instruction and (b) the modes of verbal abuse triggered by power gap between the teacher and students during instruction. The detailed elaboration is as follows:

The Patterns of Verbal Abuse Triggered by Power Gap between the Teacher and Students during Instruction

During classroom interaction, the following patterns of verbal abuse have been identified: (1) rejection, (2) underestimating the student's capability, (3) disbelieving, (4) coercion, (5) threats, and (6) anger explosion. Furthermore, a number of patterns of verbal abuse committed by teachers are listed as follows.

Table 1
Patterns of Verbal Abuse

Patterns of Verbal Abuse	Kinds	Modes
Rejection	1) Speech correction 2) Prohibition of doing something 3) Caution of doing something	1) Use of negation expressions: <i>not allowed, don't, stop, no way, I don't like it, it's wrong</i> by cynical expression along with the expression of <i>hey</i> with high intonation 2) Using imperative expressions: prohibition by negation: <i>"don't, no, not allowed, no way, I don't like it"</i> 3) Using questioning without negation marking, but expressed cynically
Accusation	1) lie accusation, 2) ignorance accusation on the teacher's explanation, 3) inconsistency accusation, and 4) effortlessness accusation	1) use of interrogative expression 2) use of declarative expression
Underestimating	1) Underestimating the student's cognition 2) Underestimating the student's dignity	1) Rhetorical interrogative 2) Ironical declarative
Judgment and mockery	1) unilateral decision to those not obeying school regulation 2) unilateral decision to those not ethically-equipped, and 3) physical mockery to students by labeling them positively as well as negatively	Declarative speech in the form of mockery and student labeling
Coercion and threat	1) Coercion to do something with mockery 2) Coercion to do something with threat	a) declarative b) imperative c) Interrogative
Anger explosion	meaningless word abuse that shows anger and annoyance	(a) screaming to students by vulgar words (b) cursing students with mockery (c) educating students with threats

Rejection as Verbal Abuse

This study revealed that during instructions in junior high school, it was found that there was verbal abuse committed by the teacher to the students by rejection on the students' activity, including (1) correction on student speech, (2) prohibition to do particular acts that are out of the teacher's command, and (3) caution to not do particular acts that are out of the teacher's command. **First**, rejection means the teacher's blaming or not

accepting the students' opinion, directly or indirectly. Rejection on the students' opinion was reflected in the following speech (1).

(1) Student: (writing down working result in whiteboard)

Teacher: "What is this? What do you mean? You just copy. .. Don't write your whole work, the core ideas only.

Student: (Erasing some parts of writing in whiteboard while feeling ashamed)

Speech (1) represented the correction on the student's opinion in the form of work. This was expressed by means of rejection words on the student's work, through rhetorical questions.

Second, prohibition signified rejecting the students to do something or commanding them not to do something, prohibiting the students to do something, and prohibiting the students to do something that did not suit what the teacher wanted. This sort of prohibition was expressed in various forms of prohibition expressions (negation markings): "*don't*, *no*, *not allowed to*, *no way*, *not allowed to*, *I don't like it*, in addition to the use of "*hey*" expression or the use of non-imperative expression as follow:

(2) Teacher: "What about others? Don't be sleepy. Hey, you! Someone in the corner, don't be sleepy! Read this!

Student: (rereading the fifth paragraph)

(3) Teacher: "Let's read the fifth paragraph together. Don't start writing first! Read first!"

Speech (2) represented that the teacher prohibited the students to be sleepy during the instruction. Speech (3) implied that the teacher prohibited the students to write before being asked by the teacher because it made the students ashamed.

Third, the teacher's rejection on the students' behavior was expressed by caution expressions, with the intention of avoiding what the speaker did not want.

(4) Teacher: "Hey, don't be noisy! Don't talk much! Hey! Listen!"

(5) Teacher: "Talk after being pointed! Don't keep talking by yourself. Go ahead!

The teacher's utterance on datum (4) literally this utterance meant prohibition, not to be noisy. However, contextually, this utterance meant prohibition implied command to listen to the teacher's explanation.

The teacher's rejection was represented in the form of direct speech expressing prohibition: *don't*, *no*, *not allowed to*, *no way*, *I don't like it* and by the use of declarative, interrogative, and imperative statements. Besides, the teacher's rejection was also shown by the use of irony, rhetoric, and metaphor.

Accusation as Verbal Abuse

Accusation denoted the use of speech by the teacher for suspecting or deciding if the students committed badness or did not obey the school regulation. The teacher's

accusation was found during the observation on the language use, meaning (a) lie accusation, (b) ignorance accusation, (c) inconsistency accusation, and (d) effortlessness accusation.

The teacher's accusing that the student told a lie was epitomized by what language the teacher used during the instruction, as follows:

(7) Teacher: "Wait, there is someone daydreaming. Now, I want you. You, the daydreamer, repeat once!"

(8) Teacher: "What are you looking for? Open this! 80 tasks remained unfinished."

Speech (7) represented that the teacher accused the student's having lied about his sickness, despite his healthy condition. This could be identified from the context of the student's speech. This student did not say any word to his teacher, but the teacher inferred based on the student's absence in the previous day.

(9) Teacher: "You are dependent. You always imitate your friend. One chooses A, you do too. Yes, you. What is your own answer?" (appointing one of male students).

Speech (9) contended that the teacher accused the student to be inconsistent since the answer was always the same as the others. This was represented in the following teacher speech (10).

(10) Teacher: "Once to twice you've failed. You are effortless."

(11) Teacher: "How many times have you been absent? You were only present rarely."

Speech (10) represented the teacher's accusation upon the student for not performing the best when learning. This was solely based on the student's not being able to answer the question accurately. Speech (11) stating was formally an interrogative expression that inferentially meant asking for information about the frequency of the students' absence. However, if it was linked to the grammatical, situational, and institutional context, this kind of speech showed the teacher's accusation that the students had disobeyed school regulation since the teacher assumed that the students had been a couple of time absent without any notification. Ideally, if the students were absent, they would send a notification letter to ask for permission.

Underestimating as Verbal Abuse

Underestimating the students is to discredit the students' capability and dignity. Underestimating the students is closely symbolized as assuming that the students' performance in thinking is low. That was communicated in the following teacher speech.

(12) Teacher: "...No matter how hard I try, if your capability is so low, it will be useless."

Student: (remained silent, without any verbal expression)

The teacher's statement on Speech (12) conveyed that the teacher underestimated the students' capability due to the fact that they cannot complete even the easiest task. In spite of enforcement to do so, they were still unable to do that.

In addition to underestimating the students' capability, underestimating the students was also considered as underestimating their dignity, including responsibility and self-independence despite their ages. In other words, the data analysis of this current study has shown a number of verbal abuses on the students' dignity as follows: (a) underestimating the students' responsibility and independence and (b) underestimating the students' dignity during the instruction in junior high schools.

Underestimating the students' responsibility and independence was represented in the following speech:

(13) Teacher: "Education keeps going harder along the higher level. If you want something very simple, go back to kindergarten. Any question?"

Student: (stay sitting while bending)

The teacher's speech (13) implied the teacher's underestimating the students' capability due to their inability of being responsible. This sort of declarative expression means underestimating the students' capability and personality.

Verbal abuses in the form of underestimating the students' capability, independence, responsibility, and personality were expressed through language use, to be specific declarative-ironical and euphemism, interrogative, and imperative expressions. These kinds of expressions triggered the students' silence and ashamedness. As a result, the instructional activities were said to be strict, in addition to less interactive.

Judgment and Mockery as Verbal Abuses

Judgment is a unilateral decision on the students' behavior before expressing it into mockery or coercion upon the students. The teacher's judgment on the students was classified into three main categories, namely: (a) unilateral decision due to disobedience on school regulation, (b) unilateral decision due to ethical disobedience, and (c) physical mockery by means of negative and positive labeling. Judgment and mockery are represented in the following speeches.

(14) Teacher: "Are you mute? You are deaf. You like a harsh treatment."

Student: (remained silent and scared)

Speech (14) conveyed the teacher's judgment on the students in the form of unilateral decision to punish the students after making noises as the form of ethical disobedience, ignorance of the teacher's explanation. The teacher, in fact, uttered this kind of expression by mockery, stating that "They're like not having ear or deaf".

This study revealed that the teacher's judgment and mockery referred to unilateral decision, such as that: (1) the students disobeyed school regulation, (2) the students were judged to be culpable due to ethical violation, (3) the students were irresponsible, and

(4) the students were assumed to be stupid. The teacher's judgment on the students was uttered by declarative speech in the form of mockery and labelling.

Coercion and Threats as Verbal Abuse

Coercion referred to the teacher's speech asking the students to do something by mockery and threats. It was related to an act that required the students to do the teacher's command, to confess their mistakes, to take responsibility for what they had committed, to pay more attention to the materials, and to seriously learn. These conditions were reflected in the following teacher's speech.

- (15) Teacher: "Come on! Whose parent who did not come? (The students did not answer). I guess that was a man. Be honest!"

Speech (15) showed that the students were asked to admit their mistakes, disobeying school regulation since their parents were absent on the school invitation. In this occasion, the teacher assumed that parents' attendance on the school invitation was obligatory. Therefore, those who did not attend the invitation were considered disobeying school regulation. In short, those who were in such case were to be responsible for their parents' absence. This could be classified into the form of coercion on the students to persuade their parents to attend the invitation.

Coercion by the teacher to the students was also attached by threats as the following speech displays:

- (16) Teacher: "Come on, hurry up! Yes, those who have not been ready yet, just go out! (IPS2-4 K8c)

Student: (All were silent. No one dared to speak up)

Coercion on the students was also shown by threats. To coerce with threats was one of acts to enforce the students to do something and threaten them with bad consequences. That was inferred in the following teacher's speech.

- (17) Teacher: "Each group must have one copy. Those who don't have must get out of here."

Student: (remained silent)

- (18) Teacher: "Come on, hurry up! Those unready yet go out of here!"

Student: (being quiet, no one dared to comment)

Speech (17) represented verbal abuse in the form of coercion to get a copy of instructional material with the threats of losing the rights to participate in the class. Coercion with threats was also identified in speech (18). In addition to threats, physical and psychological punishments were also attached in that sort of coercion. The following representation was to prove:

- (19) Teacher: "Go out now! No need to pack your stuff. Move!"

Student: (the mentioned student was up while packing books, but seeming reluctant to stand up).

- (20) Teacher: "Move!"

Student: (While feeling ashamed, the appointed male student was up and heading to the back-row seat).

Speech (19) to (20) portrayed the teacher's coercion on the students to engage in instruction seriously since they had been disobedience during the instruction. The students were accused to be troublemakers and not paying attention to the teacher so that the teacher attempted to notify the students by coercing them harshly so as to make them out. However, such punishment was replaced by asking them to move from their seat, which later the teacher might command them to meet the Counseling Guidance teacher

This study has found that one of verbal abuses, coercion to students, meant to guide and control them to be discipline, responsible, and effortful in learning. However, the way how the teacher expressed this good intention to the students was perceived to hurt them.

Anger Explosion as Verbal Abuse

Anger explosion is one pattern of speech by barking on students loudly that means to express feeling of anger. Anger explosion is sometimes represented through the following expressions: (a) barking on students by harsh utterances, (b) cursing students by mockery, and (c) barking on students by threats.

Anger explosion in this current study refers to the use of harsh words with a high intonation that were uttered to the students emotionally. That has been clearly found in the following teacher's speeches:

(21) Teacher: "Look at the whiteboard! If you don't, how can you know? You want to hit that? What is the answer of the second one?"

Student: "Binocular."

(22) Teacher: "Step back!" (loudly uttered)

Student: (stepping back while crossing his hands to hold his ears)

Speech (21) unveiled the teacher's annoyance and anger towards the student in which, based on the teacher's opinion, the students did not attentively pay attention to the materials written down on whiteboard. Therefore, the teacher assumed that the students could not apprehend what they were learning. In addition, datum (22) also showed the teacher's anger upon the students who could not answer the question correctly.

Anger explosion was also reflected through threats. Threats refer to the statement that might cause someone to be under-pressured, offended, and uncomfortable. Anger explosion by cursing or barking with threats constitutes the use of words with high intonation with the intention of commanding while mocking the targets (in this case students) that might trigger the students' feeling under-pressured, offended, and uncomfortable. This sort of act is represented in the following teacher's utterance.

(37) Teacher: "Hey!.... give me the eraser! If your answer is wrong, I'll hit you by this!" (raising hand with the eraser while barking on the student)

Anger explosion with threats upon the student was also shown in speech (37). The use of the exclamation word "Hey" with high intonation and anger by bulging out eyes to the students making noise during the instruction was the form of anger explosion. In addition, the expression "give me the eraser! If your answer is wrong, I'll hit you by

this!” showed a sort of threat. The teacher uttered that the students would be hit if they could not answer the questions.

The findings of this study were, in essence, based on the level and pattern of abuse committed by the teacher during the instruction in junior high school level, beginning from not too harsh up to critically harsh. Subsequently, verbal abuse represented within the instructional discourse included (1) the rejection on the students’ opinion and behavior, (2) underestimating the students, (3) accusation, (4) judgment, (5) coercion, (6) threats, and (7) anger explosion. Out of seven categories of verbal abuse, rejection on the students’ opinion and behavior, judgment and mockery, underestimating, coercion, and threats were the most dominant ones in occurrences.

Those patterns of verbal abuse were found during the observed instructional activities of the following subjects: Bahasa Indonesia, Natural Science, Mathematics, Counseling Guidance, Social Science, and Citizenship Education. From the six subjects, verbal abuse was dominantly present during Natural Science, Counseling Guidance, and Mathematics subjects.

DISCUSSION

This current study has shown that verbal abuse was evident during the instruction in junior high schools committed by the teachers, to be specific in Bahasa Indonesia, Natural Science, Mathematics, Counseling Guidance, Social Science, and Citizenship Education subjects. Consecutively, verbal abuses shown within the instructional discourse in the investigated junior high schools included (1) rejection on the students’ opinion and behavior, (2) underestimating the students’ way of thinking and personality, (3) accusation on the students’ telling a lie, underestimating teacher, inconsistency, and laziness, (4) underestimating the students’ capability and dignity, (5) judgment, (6) coercion, (7) threats, and (8) anger explosion that were all expressed by means of declarative-ironical and euphemism statements, in addition to sarcasm, interrogative, and imperative ones. From those eight mentioned categories, rejection on the students’ opinion and behavior, judgment by mockery, and underestimating the students’ capability signified the most dominant forms of verbal abuse.

The findings of this current study are in line with Jumadi’s study (2005) that speech of prohibition and command in the context of senior high school instruction has been manifested through dominative power, which means that the investigated teachers dominated upon the students. Dominative act of the teachers upon the students was considered as verbal abuse. This fact is also supported by Anderson (2008) commenting that rejection on someone belonged to verbal abuse. Anderson also argued that judgment uttered by speakers to their audiences was deemed to be verbal abuse. According to him, judgment and mockery occur if the speakers judge their interlocutors, and express their judgments by mockery.

Furthermore, the findings of this study also match with Leech’s (1993) and Yule’s (1996) postulations asserting that if the illocution goal contradicted social goal, competitive goal was said to occur, which was essentially discourteous. Therefore, speech of prohibition was classified into verbal abuse.

On the other hands, Bourdieu (1994) contended that language use triggers verbal abuse by means of derogatory, threatening, or pressing words. This is similar in logic to the limitation on verbal abuse argued by experts, considering that some kinds of speeches (words, sentences, metaphors, code-switching) representing ignorance, rejection, underestimating, discrediting, judgment, threats, and anger explosion upon the interlocutors might cause psychological disorder (Brennan, 2001; Bourdieu, 1994; Johnson, 2006, and Armstrong, 2009). Besides, verbal abuse is also probable to be emotional controlling from the speakers upon their interlocutors.

Regarding teachers' judgment on their students, Anderson (2008) conveyed that judgment from the speakers to the interlocutors was mostly in the form mockery. According to Anderson (2009), judgment and mockery happen if the committers utter their judgment with the expression of mockery.

In addition to judgment, verbal abuse, in the form of coercion, was also found during the instruction. This is in line with Leech's opinion (1993) contending that coercion on someone is categorized into a discourteous conduct. Accordingly, any discourteous speech has been considered as a form of abuse.

The findings of this current study are relevant with Bourdieu (1994), that verbal abuses in school happen if teachers have authoritative rights upon their students. In the context of social institution in school, teachers positioned higher than that of their students, so that they possess greater authority upon their students. Teachers' authority upon their students is frequently showed during the instruction. By this authority, teachers drove students to be, either consciously or unconsciously, subordinated into teachers' dominance.

Supporting the findings of this current study, Ryme's (2008) study has shown that, in America, teachers were higher in position in most of interactions in classroom and had ultimate authority upon their students. Based on the finding of the mentioned study, teachers were found to have special rights. School, said as social institution, was constructed by hierarchical structure. In the social structure in school, there has been a power gap between teachers and students. Therefore, this was suspected to be the trigger of verbal abuse happening in school.

The abovementioned factual finding is in contrary to the mandatory regulation stipulated in the National Decree of Department of Education Number 16, 2007, requiring teachers to be professional, in addition to being academically-equipped (as least achieving Bachelor or Diploma 4 degree) and being competent in pedagogy, personality, and social aspects. One of pedagogical aspects teachers should possess is being able to communicate in effective, emphatic, and polite ways to their students. Teachers are to be aware of a number of effective, emphatic, and polite strategies to be engaged in spoken, written, or other forms of communication. In addition, teachers are to be able to use language well in getting into effective, emphatic, and polite communications with their students by means of typical utterances. The typical utterances are said to occur cyclically from (a) preparing students psychologically to take part during the instruction by means of persuasion and modelling, (b) inviting students to take part, (c) response of

students on teachers' invitation, (d) teachers' reaction upon students' responses, and so forth (National Decree of Department of Education Number 16, 2007).

The mandate for teachers written in the National Decree of Department of Education means that communication is of major importance during classroom instructions. Through communicative and polite communication, it could be assumed that students would be provided with conducive and joyful learning.

The findings of this current study are not in line with the mandate written in the National Decree of Department of Education Number 41, 2007 (BSNP, 2007) stating that teachers are supposed to be able to create meaningful and challenging activities during instruction. This has to be initiated by how teachers use a proper and understandable speech when communicating with their students.

Sardiman (2011) conveyed that to have an enjoyable learning environment, it is of necessity to raise a good process as well as motivation. Students' motivation will be well-developed if there is a harmonic relationship between teachers and students.

These findings are also viewed from the theory of necessity proposed by Maslow and the theory of motivation proposed by Frandsen (in Sardiman, 2011). According to Maslow, humans are said to have needs of self-actualization which are acknowledged by their surroundings. During the instruction, the students required the teacher's and their classmates' acknowledgement on the results of their activities and learning outcomes. Therefore, the teacher's ability of giving reinforcement to the students is of urgency in effort to encourage the students' motivation in learning. If that sort of necessity remains unfulfilled, the students' activities in learning will be hindered.

The findings of this study represented that the teacher tended to stick to the ancient paradigm in managing the classroom, which was behaviourism. In behaviourism, teachers are viewed as the stakeholders of instruction. This is very contradictory to the constructivism instruction that promotes student-centeredness in which students are to be mandated a responsibility to monitor and develop their own learning (<http://www.coe.uga.edu/ctl/Pages/framework.html>). In this case, teachers are expected to facilitate their students so that they are able to upgrade their potential optimally. In addition, teachers' awareness and understanding on their responsibility are said to be important to avoid violence towards their students.

The aforesaid opinion is also relevant with Rogers' notion (in Brown, 2007), that teachers should actively take part as instructional facilitators by establishing their students' interpersonal relationship. To be good facilitators, Rogers suggested that teachers be honest and withdraw themselves from the feeling of superiority (including the feeling of knowing a lot more than their students). Teachers are also to appreciate their students' dignity, openly communicate with their students, and be emphatic to their students.

CONCLUSION

Communication skill is the foremost important aspect to own by teachers. By effective, emphatic, and polite communication during instructions, teachers are encouraged to

create conducive instructions for their students to upgrade their competence. However, in fact, there have been a lot of occurrences of verbal abuses upon students reflected through rejection, underestimating, accusation, judgment, coercion, and anger explosion uttered in ironical, euphemism, metaphoric, and sarcastic expressions. In addition, those mentioned expressions were mostly in the forms of declarative, interrogative, and imperative utterances, due to the fact that the students were fear and powerless to give opinion. They were afraid of committing mistakes and being ashamed in front of their classmates. Therefore, it is suggested that all teachers not commit any forms of verbal abuses, but show more persuasive, advising, suggesting, and informing expressions.

REFERENCES

- Armstrong, E. G. (2001). "Gangsta misogyny: A content analysis of the portrayals of violence against women in rap music". *Journal of Criminal Justice and Popular Culture* 8(2) (2001) 96-126. (online) <http://www.albany.edu/scj/jcipc/vol8is2/armstrong.html#Kotarba,%20Joseph%20A> retrieved on June 9, 2009.
- Anderson, K. *Verbal Abuse*. (online) <http://www.leaderu.com/orgs/probe/docs/verbalabuse.html> retrieved on June 15, 2009.
- Barnes, D. (1976). *From communication to curriculum*. London: Penguin.
- Bourdieu, P. (1997). *Language and symbolic power*. Cambridge, Massachusetts: Library of Congress Cataloging.
- Brogaard, B. (2015). *15 Common forms of verbal abuse in relationships*. <https://www.psychologytoday.com/blog/the-mysteries-of-love/201503/15-common-forms-verbal-abuse-in-relationships>
- Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge, Massachusetts: Cambridge University Press.
- Brown, P., & L. S. (1987). *Politeness: Universal in language Use*. Cambridge, Massachusetts: Cambridge University Press.
- Brown, H. Douglas. (2007). *Prinsip pembelajaran dan pengajaran bahasa, Edisi Kelima*. Jakarta: Kedutaan Besar Amerika Serikat di Jakarta.
- BSNP (2007). *Peraturan menteri pendidikan nasional (Permendiknas) Nomor 16 tahun 2007 tentang Standar Kompetensi Guru*. Jakarta: Depdiknas
- BSNP (2007). *Peraturan menteri pendidikan nasional (Permendiknas) Nomor 41 tahun 2007 tentang Standar Proses*. Jakarta: Depdiknas.
- Cummings, L. (1999). *Pragmatics a multidisciplinary perspective*. New York: Oxford University Press.
- Darmaningtyas (2006). "Kekerasan di dunia pendidikan" dalam *Media Indonesia* 30 November 2006.

- Evans (1996). Verbal abuse. (Online). <http://en.wikipedia.org>. retrieved on March 23, 2009. <http://regional.liputan6.com/read/2677340/5>. "5 Insiden Berbahaya Tak Terduga yang Terjadi di Sekolah". Liputan6.com. retrieved on January 4, 2017.
- Fairclough, N. (1989). *Language and power*. London: Longman Group UK Limited.
- Fairclough, N. (1995). *Critical discourse analysis*. London and New York: Longman Publishing.
- Fairclough, N. (1995). *Media discourse*. New York: Edward Arnold.
- Johnson, P. R., & Julie, I. (2006). "Verbal abuse in the workplace". *Journal of Organizational Culture, Communications and Conflict*. (Online) http://findarticles.com/p/articles/mi_ml1tot/is_1_10/ai_n25009735 retrieved on November 17, 2008.
- Kekerasan Anak. (2008). <http://detektifromantika.wordpress.com/kekerasan-anak-tertinggi-di-yogyakarta/> retrieved on June 14, 2010.
- Leech, G. (1993). *Prinsip-prinsip pragmatik*. Diterjemahkan Oka, M.D.D. Jakarta: UI Press.
- Melissa K. (2009). "Parent/child concordance about bullying involvement and family characteristics related to bullying and peer victimization" dalam *Journal of School Violence Volume 8, 2008 - Issue 1* Published online: 02 Jan 2009.
- Miller (1996). *Verbal abuse*. <http://en.wikipedia.org>. retrieved on March 23, 2009.
- Poespoprodjo, W. (1987). *Interpretasi*. Bandung: Remaja Karya.
- Sardiman (2011). *Interaksi & motivasi belajar mengajar*. Jakarta: PT Raja Grafindo Persada.
- Spradly (1997). *Metode etnografi*. Yogyakarta: Tiara Wacana.
- Thomas, L., & Shan W. (1999). *Language, society, and power*. New York: Routledge.
- Titscer, S. (2000). *Metode analisis teks dan wacana*. Terjemahan Gazali dkk. Yogyakarta: Pustaka Pelajar.
- Yule, G. (1996). *Pragmatik*. Diterjemahkan Wahyuni, I. F. dan Mustajab, R. Yogyakarta: Pustaka Pelajar.

Power Gap as One of the Trigger of Verbal Abuses Committed by Teachers in Schools

ORIGINALITY REPORT

4%	4%	0%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	files.eric.ed.gov	2%
	Internet Source	
2	www.e-iji.net	2%
	Internet Source	

Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		